



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

Part I – Principal and Superintendent Eligibility Certification.....	2
Part II – Summary of Achievements	4
Part III – Documentation and Certification of State Nomination.....	4
Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)	

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) ☒ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal DR. SUSAN GOTTFRIED
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name EVERGREEN COMMUNITY CHARTER SCHOOL
(As it should appear in the official records)

School
Mailing Address 50 BELL RD.
(If address is P.O. Box, also include street address.)

ASHEVILLE NC 28805
City State Zip

County BUNCOMBE State School Code Number* 11A

Telephone (828) 298-2173 Fax (828) 298-2269
SUSAN.GOTTFRIED@

Web site/URL EVERGREENCCS.ORG E-mail EVERGREENCCS.ORG

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Susan Gottfried Date 2-24-12
(Principal's Signature)

Name of Superintendent* DR. SUSAN GOTTFRIED
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* EVERGREEN COMMUNITY CHARTER Tel. (828) 298-2173 x 2
SCHOOL

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Susan Gottfried Date 2-24-12
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating
Agency

North Carolina Department of Public Instruction

Name of Nominating
Authority

Steve Zetts, AIA, LEED AP

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Steve Zetts AIA, LEED AP
(Nominating Authority's Signature)

Date MARCH 16, 2012

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Evergreen Community Charter School

Summary of Achievements

For The U.S. Department of Education Green Ribbons Schools

Evergreen Community Charter School is a kindergarten through eighth grade public charter school serving 408 students. Environmental responsibility is part of our mission and is reflected in every aspect of our school – the way we teach, our community outreach, upgrades to our physical plant and our school culture of energy conservation and environmental awareness.

This green philosophy and curriculum focus has earned Evergreen recognition and academic distinction. For two consecutive years, Evergreen was designated an Honor School of Excellence, which only 8% of North Carolina schools achieve. As science scores are decreasing nationwide, 96% of our fifth graders and 100% of our eighth graders passed the science End-of-Grade test, which is more than 30% above the state average.

The Environmental Educators of North Carolina (EENC) named Evergreen the “Outstanding Environmental Education Center for 2010-2011” for our commitment to creating an environmentally literate student body and encouraging our students to educate the public about important environmental issues.

Burroughs Wellcome granted the “Career Award for Science and Math Teachers” to Stuart Miles, one of our middle school science teachers for 2011-2013. This prestigious recognition will allow him to receive professional development, curriculum supplies and support for the creation of a water quality curriculum that will be shared statewide. Stuart is also working with the North Carolina Project WET Coordinator to correlate the Project WET 2.0 curriculum with North Carolina’s new Essential Standards.

In 2008, Evergreen was voted one of the 10 Greenest Schools in America through a national contest sponsored by Ellen DeGeneres.

Evergreen’s environmental focus has been profiled in a number of publications and books including “Moving the Classroom Outdoors - Schoolyard Enhanced Learning”, by Herb Broda, Ashland University, “Dream of a Nation”, which highlights our school’s integrated approach to environmental education through building and grounds, curriculum and service, “Schools Become Energy Efficient, Green.” (Asheville Citizen Times, August 16, 2010) for using innovative and sustainable strategies, “Charting a Green Course” in THE Journal (online technology publication), as a school using technology in an eco- conscious manner, “Greening our School – One Step at a Time” in the online magazine, GGS Magazine.

Evergreen has multiple programs, initiatives and policies that align with each of the five standards of the Green Schools National Network’s “GreenPrint” for Becoming a Green and Healthy School. We are also using the GreenPrint standards to help guide additional efforts. Our Executive Director has served on the board of the Green Schools National Network for the past year and helped with the final refinement of the GreenPrint for Green Schools.

Evergreen was among a small group of initial planners to sponsor the North Carolina Green School Recognition Program. We are working toward achieving the highest level and will be in the first cohort of applicants this spring. We are also registered as a U.S. Eco-school through the National Wildlife Federation.

We have retrofitted our facility, which was built in the 60s, so that it exceeds some LEED certified standards. According to Ron Miller of Waste Reduction Partners, “During our energy use analysis of ECCS in 2010, WRP engineers found that the ECCS’s Energy Usage Index (EUI) was approximately half of the existing averages of LEED certified buildings and substantially less than other regional and national benchmarks.” The school’s green campus retrofits range from replacing incandescent bulbs with CFL bulbs; to installing green bathrooms with low flush toilets, waterless urinals and electric eye sinks, which resulted in a 50% reduction in our monthly water bill; to installing two photovoltaic solar panel systems that offset energy usage and adding a monitoring tool on our web site so students and families can see the energy and cost savings and the CO2 levels avoided.

Evergreen Community Charter School embraces environmental education, stewardship and sustainability with a passion that permeates every aspect of the school. Our goal is to support our students in becoming the environmental leaders of tomorrow. The depth of our focus on environmental issues makes our school worthy of being named a Department of Education Green Ribbon School.

U.S. DEPARTMENT OF EDUCATION GREEN RIBBON SCHOOLS
(Format based on Sample Scoring Rubric 2-2-2012)

SCHOOL: Evergreen Community Charter School

TYPE: Charter

PILLAR I				PILLAR II				PILLAR III				
Element IA	1-5 pts	6-10 pts	11-15 pts	Element IIA	1-5pts	6-10 pts	11-15 pts	Element IIIA	1-5 pts	6-10 pts	11-15 pts	15-20 pts
6 TOTAL	5	1	0	14 TOTAL	5	4	5	20 TOTAL	5	5	5	5
Element IB	1 pt	2-3 pts	4-5 pts	Element IIB	1-5 pts	6-10 pts	11-15 pts	Element IIIB	1-3 pts	4-5 pts		
5 TOTAL	1	2	2	15 TOTAL	5	5	5	5 TOTAL	3	2		
Element IC	1-2 pts	3-4 pts	5 pts					IIIC	1-3 pts	4-7 pts	8-10 pts	
4 TOTAL	2	1	1					10 TOTAL	3	4	3	
Element ID	1-2 pts	3-4 pts	5 pts									
5 TOTAL	2	2	1									
20				29				35				

NOTE: Cross Cutting Question not included in scoring total

SCORE TOTAL

84

Crosscutting Questions: If your school is participating in a local, state, or nationally recognized green school program, please explain what program and what level (if applicable) your school has achieved? *Our school is participating in green school recognition programs and is helping to create them as well. We have multiple programs, initiatives and policies that align with each of the five standards of the **Green Schools National Network's "GreenPrint" for Becoming a Green and Healthy School**. We are also using the GreenPrint standards to help guide additional efforts. Our Executive Director has served on the board of the Green Schools National Network for the past year and helped with the final refinement of the GreenPrint for Green Schools. Evergreen was a part of the **Reading, Riding and Retrofit** program, which is administered by the EPA. It funds school building and transportation energy efficiency retrofits while implementing sustainable policies and procedures, and mobilizes student "Green Teams" who undertake school-based sustainability projects. Evergreen was among a small group of initial planners who expanded the Reading, Riding and Retrofit program to sponsor the **NC Green School Recognition Program**. We are working toward achieving the highest level of the NC Green School Recognition Program and will be in the first cohort of applicants this spring. Our middle grade science teacher is working with the NC Project WET Coordinator to correlate the **Project WET 2.0** curriculum with North Carolina's Essential Standards. This will result in an aligned curriculum so schools across the state that chose to use Project WET curriculum can be assured that they are also following the NC standards. Evergreen is in the process of becoming certified as an **Eco-Schools USA**. Our Green Team of staff and students began working toward this in the fall of 2010 by first conducting energy audits in classrooms and offices and then implementing an education and awareness campaign to reduce electricity usage. Students monitored the number of devices using electricity, posted "scores" on each classroom door, conducted an awareness campaign about energy vampires, and then did ongoing monitoring to encourage reduced energy use.*

If your school has received any green school, environmental, healthy school, environmental education, or sustainability education awards, please describe: *The **Environmental Educators of North Carolina (EENC)** named Evergreen the "Outstanding Environmental Education Center for 2010-2011" for our commitment to creating an environmentally literate student body and encouraging our students to educate the public about important environmental issues. The **National Environmental Education Foundation (NEEF)** awarded us first prize in their Photo Blog Contest for 2011-2012 for our "River Critters" essay and photo about our fifth grade water quality study of a local stream. **Burroughs Wellcome** granted the **Career Math and Science Teacher Award** to one of our middle school science teachers for 2011-2013. This prestigious award will allow our teacher to receive professional development, curriculum supplies and support for the development of a water quality curriculum that will be shared statewide. Evergreen's environmental focus has been profiled in a number of publications and books. Please see the Summary of Achievements for a listing.*

RESOURCES: US Green Building Council Center for Green Schools, Earth Day Network's Green Schools Program, National Wildlife Federation Eco-Schools USA, Project Learning Tree's Green Schools!

PILLAR ONE: The school has a net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions.

ENERGY

1A1. Using the inventory module from Clean Air Cool Planet's Campus Carbon Calculator or similar green house gas calculator, what is your school's GHG emissions per person:
Note that, while completing this inventory can be an extensive and time-consuming process, it will facilitate answering many other questions on this application form.

72 tons / year carbon dioxide emissions / 473 students and staff = .36 tons per person
Carbon Footprint Calculator used from Western North Carolina Green Building Council
www.wncgb.org/offset/calculator.ph

1A2. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? n/a RESOURCES: DOE and EPA ENERGY STAR for K-12 School Districts, DOE Purchasing Specifications for Energy Efficient Products

1A3. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: 20%

Measurement unit used (kBtu/Square foot or kBtu/student): kBTU per square foot

Time period measured: from 8/2008 - 12/2008 to 8/2011 - 12/2011

RESOURCES: EPA Portfolio Manager, Database of State Incentives for Renewable Energy (DSIRE), DOE's Better Building Manager

1A4. What percentage of your energy consumption is derived from:

On-site renewable energy generation: .968% Purchased renewable energy: 0 %

RESOURCES: Advanced Energy Design Guide for K-12 School Buildings,
USGBC Center for Green Schools

BUILDINGS

1A5. If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performance Schools (CHPS), Green Globes or other standards? n/a % What is the total constructed area? n/a (SQ.FT.)

What is the total renovated area? n/a (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

n/a RESOURCES: K-12 Guide to Energy Savings Performance Contracting

1A6. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations Report Card, Green Globes or other standards? 0 %

What is the total building area? 40,590 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? n/a

RESOURCES: ENERGY STAR for Federal Agencies

1A7. If your school reduces or offsets the GHG emissions from building energy use, please provide:

Current Total GHG Emissions 169.4 tons annually

Baseline Total GHG Emissions 172.44 tons annually

Change from Baseline: GHG Emissions 3.04 tons

Time period: from 2009 to 2011

Calculated using the Carbon Footprint Calculator from Western North Carolina Green Building Council
www.wncgb.org/offset/calculator.ph

Explain any offsets used? *In 2009 we converted all exit signs to LED. In the summer of 2010, LED lighting replaced T12 lights in four office and work areas and one classroom. In the summer of 2011, we retrofitted 194 elementary wing fluorescent lights from T12 to T8 and increased insulation to R30 in middle school wing ceilings. We implemented efforts toward reduction of vampire energy usage through electronic equipment shut down overnight and when school is closed. In April 2010, we installed the second of two photovoltaic arrays to total 16 PV modules. Since 2009, our technology replacement practices have included replacing CRT screens with flat screen monitors and replacing desktop computers with all-in-one energy efficient machines that run energy-saving software programs.* RESOURCES: DOE State Energy Program

1A8. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? No

Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? No RESOURCES: EPA's Guidelines for Energy Management Overview, EPA Portfolio Manager

1A9. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? 0 %

RESOURCES: BIFMA's level Standard

1A10. Does your school have an energy and water efficient product purchasing and procurement policy in place? No RESOURCES: EPA Portfolio Manager

1A11. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available): *Evergreen has two B20 biofuel buses for transportation of students on activities. Six years ago, students successfully petitioned the Board of Directors to fund converting the activity buses to biodiesel. Subsequently, we installed a hand-cranked biodiesel tank on our campus to reduce GHG emissions created to drive to a filling station. Thirty-nine single pane windows were replaced with low-e double pane energy efficient windows to decrease the need for electric heating and air conditioning. Our student "Green Team" has increased awareness of energy use and energy saving methods such as the use of power strips and unplugging appliances when not in use.*

Element 1B: Improved water quality, efficiency, and conservation

1B1. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction in domestic use: 13 %

Percentage reduction in irrigation: 0 %

Percentage reduction: 13 %

Time period: from 2008-2009 to 2010-2011 RESOURCES: EPA WaterSense

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings?

Once a week RESOURCES: EPA WaterSense: Outdoor Water Use

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation: *We have installed a series of rain gardens through which our roof run-off and parking lot water flows. This natural filtration reduces toxic substances from entering our nearby creek as well as water that enters city storm drain collection. Currently, the school uses three rain barrels and diverts additional rainwater to create a natural wetland area. In the spring of 2012, we will install a 750-gallon commercial rain barrel to supply the school's*

garden. A solar pump will be used to move the water from the gymnasium to the garden. Evergreen's campus includes a two-acre square foot playing field that is irrigated three times per week, depending on natural rainfall. Water is pumped from an on-site well and the field is graded to reduce runoff. RESOURCES: EPA Drinking Water in Schools & Childcare Facilities

1B4. Do all your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? No If no, what percentage of the total consists of this type of plantings: 75-80%

Describe the type and location of plantings: Approximately 50% of Evergreen's campus is natural native woodland and our nature trail winds through this woodland. Primarily native plantings have been placed in our rain gardens, which include milkweed for our butterfly garden and edible serviceberry bushes. We also have planted some non-native apple trees that reflect the apple-growing industry in Western North Carolina. The following is a list of many, but not all of the native trees and plants on our grounds: Red maple, River Birch, White Pine, Virginia Pine, Tulip Poplar, Dogwood, Redbud, Pink Muhley Grass, Milkweed, Virginia Sweetspire, Bottlebrush buckeye, Flag Iris, Pincushion Flower, Serviceberry, Arrowwood Viburnum, Water Lily, Pickerel Rush, Purple Coneflower, Black Eyed Susan.

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

Yes If yes, describe these alternative water sources: *We use an on-grounds well (potability unknown at present) to feed our sprinkler system that irrigates our athletic playing field. We presently use potable city water from a hose to water our community garden, but that will end early this spring when we install a cistern that utilizes rainwater run-off from our gymnasium roof to water our garden.*

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected? n/a
Drinking water is acquired from the city water system.

If yes, describe how they are protected: n/a

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place? No program is in place because we use city water. If yes, describe this program:

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? No

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; Yes and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes

If yes, how often is such cleaning conducted? Taps, fountains and faucets are cleaned regularly (three times per week). Screen and aerator cleanings are performed on a monthly basis.

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation: *To improve water efficiency and conservation, when we remodeled the aging bathrooms in the elementary wing, we made eco-conscious decisions. We replaced toilets and sinks with electronically controlled models, greatly reducing water use. (Water bills showed a 50% decrease after the bathrooms were renovated.) The toilets utilize half-flush under one minute use and whole flush over one minute use. The urinals are waterless.*

GROUND

1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife? 72% Total site: 436,066sf

Exterior social, recreation, athletic areas: 92,852sf (21.3%)

Exterior areas set aside for local wildlife: 220,864sf (50.6%)

Describe: *The school is located on 10 acres of land within the Asheville city limits. Rain gardens and bio-swaes are integrated throughout the parking lot effectively cleansing rainwater runoff before returning it to nearby Haw Creek. Campus focal points include a pond and a wetland area fed by rainwater from the roof of the middle school. There is a woodland nature trail that circles the entire campus, a straw bale and cob built playhouse, a natural woods play area as well as two playground areas, a regulation soccer field and a picnic area nestled in the shade of well-established trees. The school grounds have been certified as both a National Wildlife Federation Wildlife Habitat and as a Monarch Waystation. There is a hoop house for winter food production and large community garden that has fruit bushes, apple trees, vegetables and flowers. This spring, an outdoor classroom will be completed that will include a cob oven, a covered area and shed near the garden, benches, and a climbing wall. A low ropes course is also in the planning stages.*

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

Element 1C: Reduced waste production

Waste

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: 21% (total amount reused, composted or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator)

Monthly garbage volume (garbage dumpster size(s) X frequency of collection):

8 cubic yards x 4 weeks = 32 cubic yards

Monthly recycling volume(s) 4.3 x 2 weeks = 8.6 cubic yards.

Monthly compostable materials volume(s) (food scrap/food soiled paper dumpster size(s) X frequency of collection: 0.3 cubic yards.

Recycling rate calculation: Total monthly recycling quantity plus total monthly compostable material quantity divided by total monthly recycling, composting, and garbage quantity x 100 = (8.9 / 40.9) x 100 = 21%

RESOURCES: EPA WasteWise Re-TRAC

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: 0% office/classroom paper is post-consumer material. 100% of toilet paper used in the school is post-consumer material. (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? n/a

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? 0 % of office/classroom paper is chlorine-free. 100% of toilet paper used in the school is 100% chlorine free.

Hazardous waste

1C4. How much hazardous waste does your school generate? negligible/student/year.

How was this calculated? The students generate a minute amount of hazardous waste in the science lab.

List each hazardous waste and the amount of each present at the end of the year:

Water quality testing chemicals, all totaling less than 3 liquid ounces per year for the entire school include sodium chloride, pH wide range indicator, sodium thiosulfate and sulfuric acid.

On a sporadic basis (less than annually), we need to have asbestos abatements because we have asbestos present in some floor tile and floor tile glue. Four years ago, we had an asbestos abatement in two bathrooms to replace tile and in 2011, we had an asbestos abatement in one classroom because we needed to install new tile. In both cases, certified asbestos abatement professionals completed the asbestos removal and disposal.

1C5. How does your school monitor hazardous waste?

The science teachers keep classroom chemicals in a locked area inaccessible to students until disposed. Facilities and maintenance staff monitor the entire school every 6 months for any asbestos hazards.

RESOURCES: [CDC Hazardous Waste Self-Management Checklist](#) , [Tennessee School Lab Chemical Cleanout Campaign Inventory](#), [Design for the Environment](#)

1C6. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes

1C7. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? No

1C8. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: 75% %

How does your school dispose of unwanted computer and other electronic products?

All computer and electronic systems are disposed of in one of two ways. If the product still functions and has a reasonable amount of life left, it is donated to a recognized charitable organization, such as Goodwill. If the product has no further useful life, or is non-functional, it is delivered to an Asheville area electronics recycling center for processing. RESOURCES: [EPEAT](#), [EPA Reducing Risk From Hazardous Waste](#)

1C9. What percentage by cost of all cleaning products in use are "third party certified" green cleaning products? certified "green" or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? 21 % Which standard(s) are you using? *We use an environmentally friendly product for general cleaning in the classrooms that is provided free of charge (value \$50 per month) from one of our parents who runs an eco-conscious cleaning service. This product is safe to use around the students and is eco-friendly. See info about Pristine Clean at www.pristinecleanplanet.com. In all of our bathrooms, the hand soap is an environmentally friendly product by Stockhausen, Inc called Stoko - Refresh. It is "European Ecolabel" certified.* RESOURCES: [Consumer Reports](#) on Ecolabels

1C10. Is your school's custodial program based in the principles of effective management and "green" service? Yes

1C11. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): No RESOURCES: [ISSA Cleaning Industry and Management Standards](#)

1C12. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste: *All classrooms and offices at Evergreen are actively involved in recycling, composting and waste-free lunch procedures. Snacks for younger students are served in reusable bowls and the students take turns washing their bowls and cups. The classes use cloth towels instead of paper and students bring their own utensils and cloth napkins from home with their lunches. Older students recycle for*

the younger grades and have begun weighing and recording their collections at the recycling weigh-in station on campus. Office paper that has been used on one side is re-used in the printers to reduce paper consumption. In the classrooms, paper is reused for art or other projects.

Element 1D: Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? 32%

Describe how this information been collected and calculated: *There is a question on our school enrollment form about what transportation students will use to get to and from school. The number of students who carpool, walk, or bike are counted and calculated from this form. We also have a spreadsheet used to connect families who do not yet have carpools but are interested in finding one. This is organized regionally, so that those who live in the same area can easily contact each other.* RESOURCES: DOT Pedestrian & Bicycle Safety

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes - We have a permanent sign in our entrance driveway requesting no idling.

RESOURCES: EPA Clean School Bus USA

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions): *The school owns and operates two bio-diesel buses for off campus field trips. There is a hand-crank bio-diesel 550-gallon fuel tank on campus and fuel is purchased from a local company, Blueridge Biofuels. They obtain all their recycled cooking oils from over 400 local restaurants. This is 100% of the school fleet.* RESOURCES: CHPS Transportation Plan

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? No *In a partnership with Haw Creek Neighborhood Association, Evergreen applied for assistance with building sidewalks through a grant program offered by the North Carolina Department of Transportation Safe Routes to School Program. The City of Asheville rejected the application due to the high number of requests for infrastructure assistance.* RESOURCES: Safe Routes to Schools

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered: *Evergreen is an eco-conscious school and the choices we make almost always consider potential environmental impact. Because our facility was built in the 1960s, it is in constant need of repairs and upgrades. We are working to improve existing areas as well as planning for future buildings that will be built with a zero-net carbon impact. As a North Carolina public charter school, Evergreen receives no funding for facilities and grounds. As money allows, every repair and upgrade is made with energy efficiency and sustainability in mind. In 2011, we received a \$10,000 grant for green upgrades and retrofitted 194 fluorescent light fixtures in the elementary wing from T12 to T8 as well as installed electronic ballasts. We also added insulation at R30 value to the middle school ceiling. This project resulted in annual energy savings of 5% and a cost savings of 8.7%. We estimate that this project will annually reduce 75.9 BTU's and 4.5 tons of greenhouse gases. We have installed 16 photovoltaic modules that are tied directly into our electrical service,*

reducing our reliance on traditional power usage by 1%. We are planning for the placement of a significant photovoltaic array on our gymnasium roof within the next three years.

Our Facilities Committee is made up of parents, staff and community members. They have overseen our energy upgrades that resulted in energy savings and significantly increased efficiency in the use of time, staff and money while improving student learning. In addition to the lighting and insulation projects noted above, we have completed the following: replaced incandescent bulbs with CFL bulbs; retrofitted several offices and one classroom with LED lights and replaced all exit signs lights with LED; placed power strips on all desktop computers and established a campaign to have teachers turn them off nightly; installed a "green" bathroom in the elementary wing with low flush toilets, waterless urinals and electric eye sinks, which resulted in a 50% reduction in our monthly water bill; replaced all 39 windows in the elementary wing with low e, double pane energy efficient ones; installed two photovoltaic solar panel systems that offset energy usage and added a monitoring tool on our web site so students and families can see the energy savings, CO2 avoided and cost savings; replaced the HVAC system in the elementary wing to a more efficient mode; started a school-wide composting and waste free lunch program; switched over to Gmail (free to schools) and saved \$10,000 on hardware and software; replaced all CRT computer screens with flat screens (in addition to the health benefits, this also reduced heat output in the computer lab and decreased the need for air conditioning); replaced old desktop computer towers with energy efficient all-in-one computers, which produce less heat and run a software program that automatically sets the power saving features in the computer's operating system to consume less power; completed two energy audits (in 2004 and 2010) by Waste Reduction Partners of Land of Sky Regional Council, a local government agency providing Western North Carolina with assistance to enhance sustainability programs. Our second energy audit this past summer revealed that we have a total energy usage index of 31.3, which is significantly lower than the nation and the state. Waste Reduction Partners informed Evergreen they have a lower index than many LEED (Leadership in Energy and Environmental Design) certified buildings. One year after the upgrades, Evergreen reduced its energy usage by 12,480 kilowatt hours and this resulted in a savings of \$654 in electric bills even with a record harsh January. Through a grant from Lowe's Toolbox for Education and an organization called Global Institute for Sustainable Technologies, our students, staff, parents and greater community members built an all-natural playhouse out of straw bale and cob. This resulted in improved student and community learning regarding sustainable building practices. Another educational outcome was students, parents' and staffs' increased awareness in energy efficiency and sustainability. Our Facilities/Energy Manager and our Environmental Education Coordinator performed entertaining and informative in-classroom skits for students and faculty reinforcing the four Rs - reduce, reuse, recycle and refuse. This included a Turn-it-off campaign resulting in a school-wide shift in thought and actions on how energy usage affects local and global sustainability. We began consistently putting green-tips and Environmental Education- related school news in our weekly publications targeted to our parents and moved from paper to digital with all but one of our communications. Staff members at the school regularly address environmental and sustainability issues in our blog, "The Nature of Children," which is accessed through our website: www.evergreenccs.org All fundraising events are "green" with the use of compostable cups, plates and eating utensils, recycling containers and the purchase of carbon offsets.

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. **RESOURCES:** Many of the questions under Pillar Two can be better understood and answered by using EPA's Healthy Schools Environments Assessment Tool

Integrated Pest Management

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides? Yes

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? No

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? No

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes

We are presently re-establishing grass on a playing field that had been neglected. We initially cordoned the area with cones and later fenced off the half of the field that is being repaired to keep the students out. We used an organic herbicide and an organic grub killer (Bonide). Monthly rodent management is performed with securely contained baited boxes. Annual termite treatment uses a minimal amount of non-organic product.

RESOURCES: EPA Integrated Pest Management for Schools, Beyond Pesticides Model School Policy

Ventilation

2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? No If yes, which standard is your school using? n/a

2A6. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? No

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes. Our heat pumps blend fresh air with the conditioned air. RESOURCES: EPA Indoor Air Quality Tools for Schools

Contaminant Controls

2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months: No, we are scheduled to test for radon in the summer of 2012.

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? No known radon over 4 pCi/L. RESOURCES: EPA Radon Information

2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances and does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)? Yes. We have one combustion appliance - a gas fired water heater in a furnace room (non-student area).

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes.

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes (Explain): We have converted four office spaces and one classroom from fluorescent to LED lighting. There are no mercury containing devices being used in classrooms or in the science lab other than the remaining fluorescent lights.

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations: Yes. No mercury thermometers or gauges are present in the school. All used batteries, fluorescent and CFL bulbs are taken to the HMAT recycling center at the Buncombe County solid waste management site. RESOURCES: EPA Schools and Mercury

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced, either removed or sealed within the past 12 months? No. All of our older equipment and a deck containing CCA will be sealed in the spring of 2012. Playground equipment installed last year did not have CCA.

Secondhand Tobacco Smoke: Is smoking prohibited on campus and school buses?

Yes. We are a smoke-free school. RESOURCES: CDC Guidelines for School Health Programs to Prevent Tobacco Use

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? No. We have policies and practices in place for six of the eight NAEPP guidelines. RESOURCES: EPA Managing Asthma in Schools, CDC Tools for Making Your School Asthma-Friendly

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? No. Evergreen has addressed air quality, and therefore asthma, to a great extent indirectly through its green school initiatives. For example, we hired a local non-toxic company, Pristine Clean and replaced toxic cleaning chemicals with products that are environmentally friendly. In addition, we follow a practice of no new carpet installation and use only use non-toxic area rugs, if any. In the spring of 2011, the gymnasium had a professional deep cleaning to improve air quality in an area where children exercise daily. Also, any paint used is low- or no-VOC and rooms are always ventilated during and after painting. RESOURCES: EPA Indoor Air Quality Tools for Schools

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes. We have some persistent water leaks in our gymnasium for which we have tried several interventions. We will be doing some grading in February 2012 and there is a renovation plan to replace the roof completely within 18 months.

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)?

Yes. We have one classroom (an art room in the basement of a building) that requires dehumidifiers, which are fastidiously monitored and maintained.

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? n/a

The older structures on our school campus have been designated for renovation using green practices. Specifically, the gymnasium has been a source of leaks and will be the first to undergo repairs with a completion date of May 2014. RESOURCES: EPA Mold Remediation in Schools and Commercial Buildings

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements: Chemical purchasing policy, including low- or no-VOC products; Chemical inventory; Storage and labeling; Training and handling; Hazard communication; Spills, clean-up and disposal; Select EPA's Design for the Environment - approved cleaning products. Mostly.

Explain. We have a chemical management program, but it does not include the EPA's Design for the Environment - approved cleaning products. We use only a very small amount of chemicals for disinfecting sinks and toilets.

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff

Food and Nutrition

2B1. Has your school earned USDA's Healthier US School Challenge award for school food? No List award level earned: N/A RESOURCES: USDA HealthierUS School Challenge

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 20 % RESOURCES: USDA Farm to School Program

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? 20 % RESOURCES: USDA Agriculture In the Classroom

2B4. Does the school have an on-site food garden? Yes *If yes, does the school garden supply food for the school cafeteria? Charter schools receive no funding for lunch programs so at this time, our school does not have a cafeteria. Our students and staff bring lunches or have the option to purchase a lunch from a local provider two times per week. We do supply healthy snacks through vending machines with 5% being certified organic and we serve a minimum of 20% local produce in our after-school program. We also grow food through the winter in our hoop house and offer salads and produce from Evergreen's Earth Garden as they become available. The garden produces fresh fruits and vegetables that can be utilized by low-income students as well as community members. North Carolina has one of the highest rates of food insecurity in the country. According to a 2010 study done by the Food and Research Action Council, Asheville ranked number seven, in the country, for food hardship among all metro areas. In Evergreen's school community, 41% of students are low-income and qualify for free or reduced lunch. The school is committed to donating 25% of its harvest to MANNA Food Bank and 10% of its harvest to low-income Evergreen students and their families to help provide more fresh fruits and vegetables to community members. Two beds are available to the Haw Creek community free of charge, including water usage. In addition, Evergreen welcomes visitors from other schools to come and see the garden and how it operates and shares curriculum material and lesson plans upon request.* RESOURCES: Edible School Yard Project

Physical Education, Outdoor Opportunities, and UV Safety

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? 100%

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? 200 minutes/week
Elementary school students take a full 30 minutes every day for outside recess plus a 40-minute weekly PE class. Middle school students eat their lunches outside at wooded-area picnic tables every day throughout the year unless it is raining or snowing. Middle school students also use recess as an exercise break for 30 minutes a day four days a week. The fifth day for middle school students emphasizes small group outdoor activities. Our recess times are designated intentionally for moderate to vigorous physical activity and we have annual teacher workshops to improve continually the quality of this experience. In addition to outdoor experiences pertaining to exercise, staff and students use the outdoors for independent reading, journaling, gardening, character development and energizers such as EL trail hikes. Our Adventure PE program includes rock climbing, snowboarding, skiing, wall climbing, whitewater rafting, skateboarding, camping, and backpacking.

2B7. What percentage of school-supervised physical education is spent outdoors? 50% RESOURCES: The President's Challenge, The First Lady's Let's Move!

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 57% RESOURCES: EPA Sunwise Program

Coordinated School Health, Mental Health, School Climate, and Safety

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? Yes

If yes, describe the health related initiatives or approaches used by the school: *While we do not formally follow the Coordinated School Health approach, we do address all eight components of this model.*

Component 1: Health Education

Evergreen's health and wellness curriculum is based on NC Healthful Living Standards with an expanded curriculum for substance abuse education and sexuality education using components of the Our Whole Lives curriculum to best fit the needs of the students in our community. Students in fifth through eighth grades receive a trimester of Health taught by a certified sexuality Health Educator and guest speakers from the medical community, which covers sexuality education and physical health. They receive a second trimester of Personal Development, covering issues of social and emotional health, and substance abuse prevention taught by our guidance counselor who is a licensed Clinical Addictions Specialist. Curriculum is adapted annually depending on the needs, concerns, experiences, and maturity of the individual class to be responsive and relevant to students' daily lives. Our programming has been particularly progressive in its approach to being inclusive of diverse cultures and lifestyles and promoting multicultural acceptance and competence.

Our health educators use research and theory-driven programming and instructional strategies such as social norming, role-play practice, experiential and interactive lessons, and cooperative and peer-led activities. Attention is focused on increasing perceptions of immediate risks and consequences, congruence with values and beliefs, skills for navigating real-life situations and pressures, and reinforcing protective factors to prevent.

Curriculum is designed to build on learning across grade levels, and classroom teachers are kept informed on lessons and material so that vocabulary and learning can be integrated into other academic areas.

Component 2: Physical Education

Students participate in physical education classes once per week. The six areas of focus in classes are: motor skills and movement patterns, applied knowledge, effective self-management, accepting responsibility for fitness, respect for similarities and differences, and self-confidence and positive self-image. The curriculum is based on NC Healthful Living Standards. Students participate with enthusiasm due to the culture and climate established in classes. It is an expectation to collaborate and compete against their own personal best, while demonstrating 21st Century Skills of leadership, strong communication, collaboration, accountability, and adaptability. There are assessments in the form of anecdotal, peer, pre/post-tests, self-assessments, and trimester report cards.

Component 3: Health Services

A school health nurse from the Buncombe County Department of Health provides consultation, training and direct assistance for staff and parents to address the health needs of our students. She also assists our staff with immunization compliance and safety.

We provide First Aid training to all staff and document that their training is kept up to date. Additionally, teachers accompanying students on wilderness overnight trips are provided with wilderness first aid training.

We hold flu shot clinics annually for students and staff. For the past three years, staff have engaged students in planning and coordinating an annual blood drive for the larger community with special incentives

given to our staff and parents who participate. Counseling and Exceptional Child services provide referrals as needed for primary health care services.

Component 4: Nutritional Services

Due to our commitment to incorporating local food cooking lessons and Farm to School into our curriculum, our school recently received one of 40 cooking kits from ASAP (Appalachian Sustainable Agriculture Project) and Partnership for a Healthier America. The cooking kits are valued at \$2,000 each and were donated by All-Clad, Anchor Hocking, T-Fal, Tru Bamboo, and Zyliss. Partnership for a Healthier America and Share Our Strength worked together to distribute the kits to teachers and organizations like ASAP who are connecting chefs with schools to provide healthy cooking demonstrations with fresh and local ingredients. We are currently not equipped to provide lunch on campus, but are researching options that will also be consistent with our convictions and practices regarding organic gardening, environmental consciousness, and holistic nutrition. Students receive comprehensive nutritional education from Kindergarten to eighth grade woven into academic curriculum. Lessons are consistent with NC Healthful Living standards, and enhanced with our focus on sustainable and environmentally conscientious food production and service learning, including hands-on gardening, food preparation, and engagement at local farms and food banks.

Component 5: Counseling and Social Services

A school counselor provides school-wide consultation with teachers on student concerns and implementation of our adopted "Positive Discipline" philosophy, makes referrals for social services, maintains a collaborative relationship with Child Protective Services, and conducts school-wide programming regarding issues such as bullying, embracing diversity, substance abuse education, and sexual abuse prevention. Our counselor provides individual and group counseling to fifth through eighth grade students and families. We also contract with a licensed clinical counselor to provide individual and group counseling to students in kindergarten through fourth grades.

A Behavior Specialist works more intensely with students who have behavior-related disabilities on social and emotional skills and behavior modification. Exceptional Children's Services staff link students and families to on-site or off-site assessments through school psychologists or outside agencies.

Component 6: Healthy & Safe School Environment

Bullying programs. A survey was conducted of fourth through eighth graders regarding bullying and advocacy. While our results revealed bullying rates and severity much lower than other schools, we implemented school-wide interventions to maximize advocate behavior and a "culture of kindness". These initiatives include an anonymous reporting system, "Advocate of the Month" awards, additional bullying-related books, targeted discussions and activities for each grade, and parent information efforts. We have begun using aspects of the "Let's Get Real" curriculum in fifth through seventh grades, and have used the alarming rate of national bullying-related youth suicides as opportunities for meaningful learning. Recently a School Climate Survey was conducted across third through eighth grades to assess student experiences and opinions about the physical, emotional and social climate of the school including an assessment of impact of anti-bullying programming, as well as questions about diversity inclusion and general opinions about the learning environment. Similar questions were echoed and embedded in both parent and staff surveys. Results demonstrate a decrease in our already low number of acts of bullying. Students also report that they feel widely accepted for their differences such as racial minority and disability. One hundred percent of parents who completed a recent survey reported that their children feel safe at Evergreen.

Social and Emotional Learning/Character Education. Our Crew program places students for the school year in a small group of 10-12 peers with an adult facilitator for the purposes of strengthening supportive peer and staff/student relationships as well as the intentional development of social and emotional

life skills. This is done through engagement in nature, service learning, expressive arts, games, literature, and teambuilding activities. In its fourth year, this program has been very effective. Last year 95% of students reported gaining valuable social life skills through this program, 86% reported developing closer relationships w/peers, and 82% reported a strengthened connection to their Crew Leader as a role model and mentor. Diversity initiatives. For the past two years, our Board's Diversity Task Force, made up of parents, staff, school board and community members has been addressing a desire to enrich our racial ethnic and cultural diversity, to assure that our current students feel embraced for their areas of diversity, and to equip our students with the multicultural competence to better thrive and be agents for social justice in our diverse society.

Component 7: Health Promotion for Staff

Staff members are conscious of modeling healthy living and engagement from what they eat to leading and joining in outdoor, athletic and recess activities with the students. They are encouraged and even required to do so at times as part of our approach to learning.

Staff have rallied each other to expand the number of staff riding bikes to school, especially during local Strive to Drive week. In 2011, the city of Asheville awarded Evergreen the Strive Not to Drive Workplace Challenge award for being committed to the environment and for having the highest percentage of participants of any workplace in Asheville during Strive Not to Drive week. This year, an Evergreen staff member has been appointed to the Strive Not to Drive Workplace Challenge Committee. Her focus will be to get other charter schools more involved in participating in the Strive Not to Drive week. Three seventh grade LEADER (Learning Environmental Action Developing Expertise and Responsibility) students will be working with her as part of their project for promoting alternative transportation in our community. For the past five years, Earth Day celebrations have included a sixth-grade bike-train to school escorted by local police and a full bike rodeo on the school's playing field. Three times per year, our staff engage in community sporting events called Staff Vs. Students Sports. The entire school surrounds the game and cheers on the players. The student players are comprised of the middle school football, basketball, and soccer teams. The staff players include administration, custodial, office, and teachers in all capacities. The spectators are actively engaged in dancing, cheering, and chanting. During on-site professional development workshops, we schedule mid-day "Stomp and Chomp" time for staff to engage in healthy eating and physical activity. Our staff handbook encourages employees to use their paid annual leave days for physical illness or mental health breaks.

Component 8: Family/community Involvement

Our Sexual Health Educator and Guidance Counselor partner with families in nurturing student health. They conduct Parent Education workshops on healthy child sexual development and talking with children about sexuality, and the prevention and response to substance abuse. Class websites and weekly e-mails provide up-to-date information and additional resources on all health and social and emotional learning topics for families to extend learning at home together.

Our student graduates of the Teens Taking Action program take their training into high school with them where they are able to continue conducting workshops.

2B10. Does the school partner with any community groups to support student health and/or safety? Yes If yes, describe these partnerships:

Our Voice - This community agency specializing in sexual abuse prevention has had a role in our Health classes, providing our sixth through eighth grade students with lessons on sexual harassment, sexual assault prevention, establishing assertive sexual boundaries and legal issues regarding sexuality and teens.

Climbing Towards Confidence - We have referred several seventh and eighth grade girls a year to this program through Our Voice, which combines assertiveness skill building, mentorship, and rock climbing.

Helpmate - Guest speakers teach our sixth through eighth graders about healthy vs. unhealthy friendships

and dating relationships.

Youth Outright - This support and education group for LGBTQ youth provides panels for our middle school students of young people with varying sexual orientations and gender identities. They have provided us with excellent educational materials, and have been a referral source for several of our LGBTQ eighth graders.

Planned Parenthood - Several of our eighth graders in the past 3 years have gone through the extensive Teens Taking Action training program, which provided them with the education and guidance to then teach classes to their peers about STD's and birth control.

Safe Schools For All - Evergreen's representative has been a pioneering and influential force on this community coalition that empowers area adult youth workers and educators with the tools to combat bullying, often using our school's own efforts as models to the community at large.

The Center for Disordered Eating - Guest speakers have educated our students about disordered eating, body image, and unhealthy dieting attitudes.

YWCA - We will be partnering for a second year in the Stand Against Racism campaign. This week of events entail using YWCA support and promotional materials to conduct school-wide programming focusing on expanding awareness of the negative impact of racism. It empowers our students of all ages to accept and interact with racial, ethnic and cultural diversity. We also have a partnership with the Aquatics Program and utilize their swim instruction twice a week for an after-school club.

TAASC - The American Adventure Service Corps meets on our campus and is comprised of 80% Evergreen students. This group is focused on wilderness adventures including backpacking, rock climbing, boating, and ropes courses.

American Heart Association - We have a group of student ambassadors for Jump Rope for Heart in an after-school club.

2B11. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

Evergreen has a committee made up of staff and parents that meets regularly to address land use issues. This EL Trail Committee has developed a Woods Play Area Code of Conduct that provides safety guidelines for teachers and students while they are using the area. The committee has also developed a set of guidelines and a rubric for class use of the on-campus nature trail. These rules and guidelines are posted and available to all staff. A more complete Land Management Plan is being developed with assistance from members of the U.S. Forest Service. In addition to regular fire drills, we conduct safety drills for student and staff responses to tornadoes, dangerous persons, and bears on campus. Students and staff practice off-site evacuations. Lost-child drills are also conducted with staff. A safety plan is updated on an annual basis, and Evergreen meets all state and federal mandates in regards to school safety and preparedness.

Our school has an adventure component and teachers lead their students on several outdoor challenges per year. Our over-night progression starts with kindergarten sleeping in the classroom, first grade in the gymnasium, second grade on the athletic field, and third through eighth grade students spending several nights outdoors for their end-of-year adventure trips. The activities can range from rafting and spelunking to mountain biking. The culminating experience is required for eighth grade students in order to graduate (with exceptions for medical or emotional circumstances). On average, 96% of Evergreen graduates participate in a four-day Outward Bound course with a focus on health and leadership. Students backpack, rock climb, and practice team-building initiatives in a wilderness setting. The experience is led by qualified Outward Bound instructors. The classes have creative fund-raising projects throughout the year to supply the majority of the monies needed to ensure that every student is able to participate fully. In the spring of 2012, we will begin the construction of a 40' by 25' climbing wall to enhance the student/staff on-campus fitness options. We have engaged the services of a structural engineer and a general contractor to ensure the climbing wall is built to the highest standards of safety and quality. The Adventure PE teacher, having completed climbing wall supervision training, will provide both emotional and physical safety while

children are climbing. The climbing wall will enable us to challenge students in a way that supports both independent and collaborative development.

In addition, our after school program serves 75% of the student body. In the after school program we offer fitness opportunities such as: gymnastics, swimming, basketball, football, soccer, hula hooping, skateboarding, bicycling, gardening, tae kwon do, breakdancing, yoga, and jump roping. We continue to expand our extra-curricular options to accommodate our staff and students.

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

3A1. What percentage of last year's graduates scored proficient or better during their high school career on state or school: environmental education assessments? n/a %

sustainability assessments? n/a % environmental science assessments ? 92 %

Briefly describe the assessment(s): *While there is no formal Environmental Science Assessment for K-8th grade students, 92% of our students scored at proficient or above on the NC End-of-Grade Science Test administered at the fifth and eighth grade levels.*

3A2. Does your school or your state have an environmental or sustainability literacy graduation requirement?

Yes Describe: *Eighth graders are required to present components of their final portfolio as a part of the Eighth Grade Graduation Panel. Performance assessments and reflections are required for the following environmentally focused pieces: Service Log (20 hours required); Science Fair project; Hydrofracking Research (an integration of environmental awareness, advocacy, and literacy in which students use collaborative research to determine their position on the topic of hydrofracking in North Carolina. Their letters stating their position will be included in the public comment period for a North Carolina Department of Environment and Natural Resources research council on hydraulic fracturing.); Appalachian Journey Narrative (a multidisciplinary investigation of the questions: How does the history of Appalachia influence and contradict stereotypes of the region? What roles do water and landforms play in Appalachia? How can we preserve the quality of life in Appalachia?); Landscape Project (designing an Appalachian homestead using math and art skills that incorporate permaculture); Outward Bound Trip Reflection (reflection on the four day wilderness challenge trip). Eighth graders are also required to write a response to two of the following questions, referring to at least two samples of work as supporting evidence: How have you made a difference or contributed to your community this year? In what ways have you grown as a student and a person through your experience at Evergreen? How have you fulfilled or exceeded the Evergreen community's expectations for promotion to high school?*

Which Expeditionary Learning design principle has had the most lasting impression on you?

3A3. Are environmental and sustainability concepts integrated throughout the curriculum? Yes

Describe: *Environmental education is woven throughout the school's curriculum from kindergarten through the eighth grade, allowing students to graduate aware, prepared to advocate for and to create environmental change. There is an intentional scope and sequence of topics woven throughout the curriculum that aligns North Carolina's New Essential Standards with the NAAEE strands for Excellence in Environmental Education as well as incorporates the ten Design Principles integral to the Expeditionary Learning school model. This document was created and is continually revised by the Environmental Education School Improvement Committee consisting of teachers and administrators. RESOURCES: State Education & Environment Roundtable, Excellence in Environmental Education: Guidelines for Learning (K-12)*

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? n/a % What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment?

n/a % RESOURCES: Advanced Placement Environmental Science

3A5. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? 92 %

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? Yes *Throughout the 2010-2011 school year, all 12 kindergarten through fourth grade lead classroom teachers and special education teachers met monthly in professional learning communities to discuss and actively research inquiry based learning. Also during that year: our Adventure PE teacher attended "Communities Working Together", a conference focused on various methods to address obesity in children and "Integrating Game Tactics with Motor Skill Progression" and "Moving to Success." Two of our administrators and our Environmental Education Coordinator attended the Green Schools National Conference; a special education teacher and kindergarten teacher attended the Expeditionary Learning National Conference, which offered various sessions on environmental education; a fourth grade teacher attended an NCCAT (North Carolina Center for the Advancement of Teaching) seminar entitled "From Sound to Sea: The Ecology of the Barrier Islands" and "Teaching Electricity and Circuits through Inquiry"; a middle school science teacher attended the NC Alliance for Charter Schools Conference focusing on the science related breakout sessions; all teachers participated in technology training to learn how to better use the technology tools we have and rely less on printed material; all teachers participated in a workshop on service learning; fifth through eighth grade science teachers participated in a workshop on aligning environmental education and science curriculum through expedition targets, and; all associate teachers attended a session on "Integrating Environmental Education into Field Work".*

During the 2009-2010 school year, one of our school improvement goals was to increase students' environmental understanding and responsibility. To that end, all teachers attended a workshop and book study presented by our Environmental Education Coordinator on environmental education. Also that year, associate teachers attended a workshop on "Environmental Education and Fieldwork"; one middle school teacher attended a workshop regarding her teacher exchange trip to Africa; one third grade teacher attended the Genuine Contact Program International Mentoring Circle Conference to learn and then redeliver information to the rest of our staff on systems for organizing and running class camp-outs, and; one second grade teachers attended an NCCAT seminar entitled "Endangered Species: Saving the Loggerhead and Piping Plover." Our Environmental Education coordinator was invited to design and present a five-day workshop on "Sustainability" that was taught to 24 educators from across the state through NCCAT. These teachers took curriculum materials, supplies that included a vermicomposting kit and ideas for sustainability practices back to their individual schools. The required summer reading for staff in 2010 was Richard Louv's Last Child in the Woods.

3A7. Does your school's environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence:

Yes *Evergreen integrates Environmental Education with Expeditionary Learning; as such, students are encouraged to gather real-world data in order to solve authentic problems. For example, first graders conduct investigations of plants as they determine the conditions plants need to survive. During the expedition*

"Whatever the Weather", students in second grade learn about the scientific process as they conduct investigations on weather. This also involves collecting data and measurement from the math curriculum. Third grade students investigate environmental factors the influence plant growth then use that information to decide on the best location to plant a native species. In fourth grade, students use measurement skills to create an informational book of bird species native to North Carolina. Fifth grade students gather water quality on local streams to inform a location for their releases of native trout. They learn how to use various water monitoring technologies, measure the water quality at various locations in the community, and make decisions as to the best place to release trout. Sixth grade students study in-depth how issues of economy and the environment are often entangled. They look into economic practices and their effect on the economy, using the coffee trade as a case study. The students then run a coffee business that promotes the benefits of choosing coffee wisely (shade-grown, fair-trade, organic) to raise money for their end of year outdoor experience. The school's seventh grade students participate in a 12 week integrated unit on international issues and global citizenship. They examine quality of life indicators and their distribution throughout the world by redrawing maps of the world according to this distribution. They choose an issue they want to help address, often dealing with water, and design and implement a 5k run to raise money for their cause. Last year they donated \$3,000 to the Red Cross, All Girls Allowed and A Child's Right. Seventh and eighth grade students also participate in data-rich, hands-on learning of air quality and water quality issues. This year, eighth graders also studied the issue of hydrofracking, one that is very much in the news as North Carolina makes legislative decisions about its future. Students wrote the state governor to explain what they had learned about the practice and to make a plea for the state to ban or severely limit it. The rich integration creates opportunities for students to use real-world science and data to create real change.

3A8. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? Yes - see 3C4 for description If not in all grades please specify which grades:

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes

How many hours per week on average do students spend in science content classes?

4.5 hours

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? n/a Describe these college and career connections: n/a

Community and Civic Engagement

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? Yes If not in all grades, please specify which grades: *We have a school wide service commitment towards "every child, every year," with the expectation that each student engages in at least one meaningful service project either through their class or Crew (see 2B9) each school year. Last year our students engaged in over 56 service projects for a total of 6,380 hours of service to our school, local and global community.*

What percentage of these projects focused on environmental or sustainability topics?

77% of these projects were environmentally focused with service ranging from creating a wetlands guidebook for our community, to removing invasive plants from a local creek, to making and selling cider to purchase hygiene kits for migrant farm workers, to organizing a 5K run to raise money for clean water programs in Cambodia.

What percentage of students satisfactorily completed such a project last year:

95% of our students completed a service project. 81% of our students completed environmentally focused service projects in the 2010-11 school year.

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? *Seventh and eighth grade students completed a survey with questions similar to the Sample Civic Engagement Skills Assessment. 64% reported that, in their Crews, they did service projects that made a difference to others or the environment. When asked what skills they learned in Crew, 41% agreed they learned problem-solving skills; 66% learned teamwork and cooperation; 55% learned communication skills. Note that these questions pertained only to the students' Crew work, not their civic engagement work tied to class instruction, which we believe is significantly higher.*

RESOURCES: [Sample Civic Engagement Skills Assessment](#)

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars?

Yes Briefly describe the scope and impact of these partnerships: *Evergreen partners with many academic institutions (> 15), businesses (> 4), non-profits (> 18), and local community individuals and organizations (> 4) to help advance our students toward the three pillars. Our partnerships afford us opportunities such as: exchanging best practices for environmental education, hosting student teachers and interns, service work, funding and in-kind donations, educational programming and expertise, and authentic exchange of local resources. A list of partnering organizations and details about our collaborations can be found on our website: <http://www.evergreencs.org/eco-conscious-school-asheville.html>*

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? Yes If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills: *Hands-on experiences, fieldwork, and service are central to the Evergreen philosophy and mission. Students take trips regularly to engage in fieldwork, and we typically log over 200 field experiences each year. In addition, every grade participates in an overnight, end-of-year outdoor and related service experience. Kindergarteners participate in service learning at Animal Haven as part of their expedition looking at how animals and humans affect each other. First graders do field work at Haw Creek to help understand what plants and animals need to survive. Second graders build their own weather instruments and take them outside to measure and report the weather. They also complete extensive research on native wetland animals along with observing the campus wetlands throughout the seasons. Second Grade Seed Savers work in the gardens and harvest seeds that they then sell as a fundraiser. In addition, they visit Haw Creek each spring with RiverLink to test the health of the water by looking for macroinvertebrates. In an in-depth study of plants, third graders use fieldwork at a variety of locations including Long Branch Environmental Education Center and Coleman Boundary to discover what plants need to grow and thrive, major threats to plants, and the impact of gardening and permaculture on communities. All this leads up to a service learning project where third grade students raise money to purchase blueberry bushes, and use their understanding of the best location for growing native plants to plant them in a place where people will benefit from their fruit. Fourth graders help conduct bird banding studies at Big Bald to reinforce their understanding of the birds of Western North Carolina, their migration patterns and how the adaptations they've acquired aid in their survival. They create a field guide modeled after professional examples. They then donate their guide for*

use by the non-profit organization that maintains a record of bird migrations through our area. Fifth graders study the concept of sustainability by visiting local farms, interviewing farmers, and researching farming practices and migrant farm workers' issues. They raise money to purchase items for hygiene kits that are donated to migrant farm workers. Sixth graders take a three day outdoor trip consisting of cabin-camping, a high ropes course, zip lines and initiatives to develop the 21st century skills of communication, collaboration, initiative and self-direction, leadership and responsibility all while learning ways to overcome fears by challenging themselves in a safe setting. Seventh graders study the artist Andy Goldsworthy and the use of math in art through nature. They then create their own temporary art installation along our wilderness trail. Eighth graders visit local streams and conduct water quality testing to determine the health of the stream and, if necessary, suggest actions to improve the water quality. Eighth graders also study mountaintop removal by visiting sites in the region, researching other sites, and preparing case statements to local and state officials on the issue.

A main component of the outdoor classroom on our campus is Evergreen's community garden, called the Earth Garden. Classes tend their garden plots with assistance from community experts, learning a variety of sustainable agriculture concepts. Our Environmental Education Coordinator works with the Garden Coordinator to develop kindergarten through eighth grade curriculum using the garden as a tool for teaching math, science, literature and art. The garden contains edible plants that we share with families in need and with the local Food Bank. The Earth Garden and hoop house are part of an expanding outdoor classroom that will include a garden shed as a focal point for classes to gather, plant and prepare the food that is grown.

We recently received a grant to fund this outdoor classroom and are currently in the planning stages of constructing the shed. The completed Outdoor Classroom will be an inviting place where students can sit on benches under a shady arbor to read, journal, draw, play musical instruments or gather for small classes. It will include discovery areas for planting and vermicomposting with multi-level potting and planting areas. Students will be able to collect and store seeds in the garden shed. The outdoor classroom project will be completed in the spring of 2012 and will feature a sustainably built cob oven so that students and nearby community members can cook with the herbs and vegetables they have grown. The entire project is a collaborative effort involving students, parents and staff from Evergreen, teachers and students from A-B Technical College, participants in Asheville GO (Green Opportunities), a local architecture firm (Samsel Architects), a local sustainable-building cooperative (Artisan Builders), AmeriCorps and students from Warren Wilson College.

Outdoor learning is also incorporated into our character education curriculum with our Crew program (see 2B9) aiming to weave the natural world into social and emotional learning through Crew identification with animal and nature totems, activities such as blindfolded "trust walks" through the woods, or nature scavenger hunts in teams. **RESOURCES:** [Fish and Wildlife Service Schoolyard Habitats](#)

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee? In 2010, Evergreen became the first school ever designated by the Environmental Educators of North Carolina as an Exceptional Environmental Education Center. Numerous studies show that students at schools using environment-based curriculum do better academically than their peers at traditional schools, especially in STEM subjects – science, technology, engineering, and math. Evergreen's End-of-Grade (EOG) test scores support these studies. The state of North Carolina has designated Evergreen as an Honor School of Excellence for two consecutive years. Approximately 8% of schools in North Carolina earn this distinction each year. In 2010, 100% of Evergreen's eighth graders passed the science EOG test and 94 % passed in 2011. By comparison, only 70.8% of eighth graders in North Carolina passed the science EOG In 2010.

Students today are often disconnected with nature due to limited time spent outdoors. This disengagement can result in diminished academic performance and a range of problems including ADD,

obesity, and depression. Evergreen students benefit from a curriculum that focuses on environmental education, academic excellence, and service learning. The Expeditionary Learning curriculum model Evergreen has adopted (<http://elschools.org/>) provides our students with enhanced opportunity for outdoor environmental education resulting in a stronger connection to their natural world and continued excellent academic performance.

Evergreen's Outdoor Classroom, Earth Garden and the EL Trail Nature Trail provide on-campus outdoor learning spaces where students can study traditional academic subjects while deepening their connection to nature. The garden consists of a hoop house and 15- 5 feet x 20 feet garden beds. Three beds are used as demonstration beds for permaculture and biointensive gardening techniques and community members are invited to visit the demonstration beds to learn these sustainable gardening methods. The nature trail is 1.5 miles long and circles the campus, taking walkers through peaceful woods, past a creek, and alongside native animals, plants and wildflowers. The trail is monitored and maintained by a committee of dedicated staff and parent volunteers who meet monthly to ensure the safety and Leave-no-Trace ethics of the woodlands. In addition to the trail, a woods play area is set aside for larger group "discovery play" in a natural setting. Here, beginning as early as kindergarten, students are encouraged to use their imaginations to create using objects from nature.

Evergreen's Environmental Education School Improvement Team works to make sure that EE is implemented throughout the grade levels. The committee members serve as experts and resources for other teachers. They have presented a number of times at both state and National Conferences. These conferences include the NC Alliance for Charter Schools Conference, the Green Schools National Network Conference, the National Charter Schools Conference, and the Expeditionary Learning National Conference. They have created a curriculum map that aligns and details the content in the NC Essential Standards and the NAAEE Strands. The curriculum map also details the many forms that active pedagogy and inquiry based learning can take (e.g., applied technology, design and engineering, civic action, nature awareness and reflection) when teaching various concepts.

It is through a comprehensive and intentional approach to environmental education that Evergreen graduates are able to go on to high school being environmental and sustainability literate. We measure this literacy throughout the grades and years. Their final graduation panel presentations and portfolios have been described by panelists as surpassing high school grad. panels in terms of their depth of knowledge, compassion and activism for the environment. This curriculum focus on environmental education has contributed to earning Evergreen the designation of an Honor School of Excellence for two consecutive years.